



UNIVERSITY OF THE
DISTRICT OF
COLUMBIA
1851

The Equity Imperative

**A STRATEGIC PLAN TO REGENERATE THE UNIVERSITY OF
THE DISTRICT OF COLUMBIA AS A PUBLIC HIGHER EDUCATION
MODEL OF URBAN STUDENT SUCCESS 2019-2022**

ZONING COMMISSION
District of Columbia
CASE NO.20-33
EXHIBIT NO.3C



The University of the District of Columbia believes that the opportunity to gain an excellent education and thrive as a member of the middle class should be available to everyone.

What to Expect from UDC By 2022

UDC WILL BE A PUBLIC HIGHER EDUCATION MODEL OF URBAN STUDENT SUCCESS BY:

- Offering effective and affordable academic and workforce programs
- Launching nationally recognized urban research and scholarship
- Strengthening links to government and community stakeholders

UDC WILL AWARD MORE DEGREES AND WORKFORCE CREDENTIALS BY:

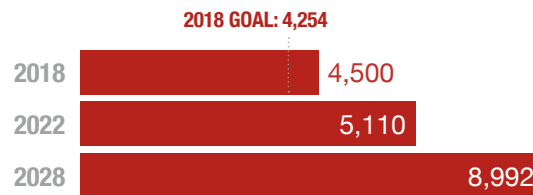
- Charting seamless pathways between training, education, and employment
- Ensuring students succeed by providing coaching, tutoring, and financial aid
- Creating environments conducive to learning

UDC WILL GRADUATE PASSIONATE LEARNERS AND LEADERS WHO WILL TRANSFORM OUR LIVES AND URBAN SPACES AS WE:

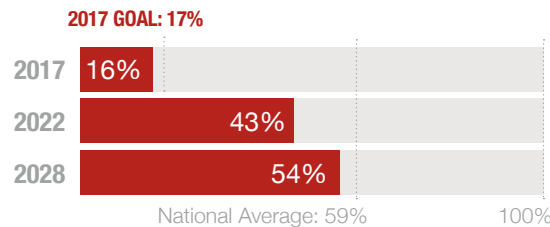
- Encourage multicultural engagement
- Enrich our curriculum with experiential learning
- Equip students with self-awareness tools and senses of empowerment

Outcomes

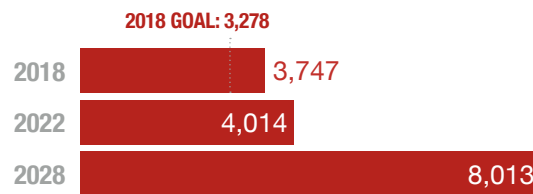
DEGREE ENROLLMENT



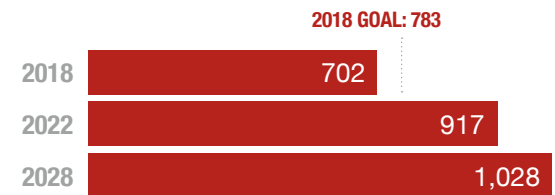
GRADUATION RATE



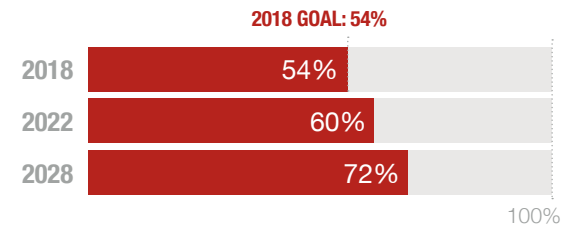
WORKFORCE ENROLLMENT



DEGREE COMPLETIONS



RETENTION RATE



INDUSTRY CERTIFICATIONS

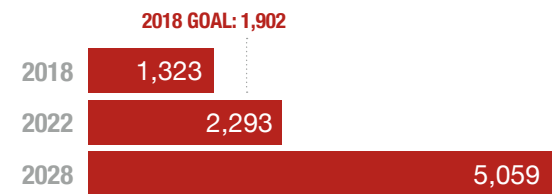




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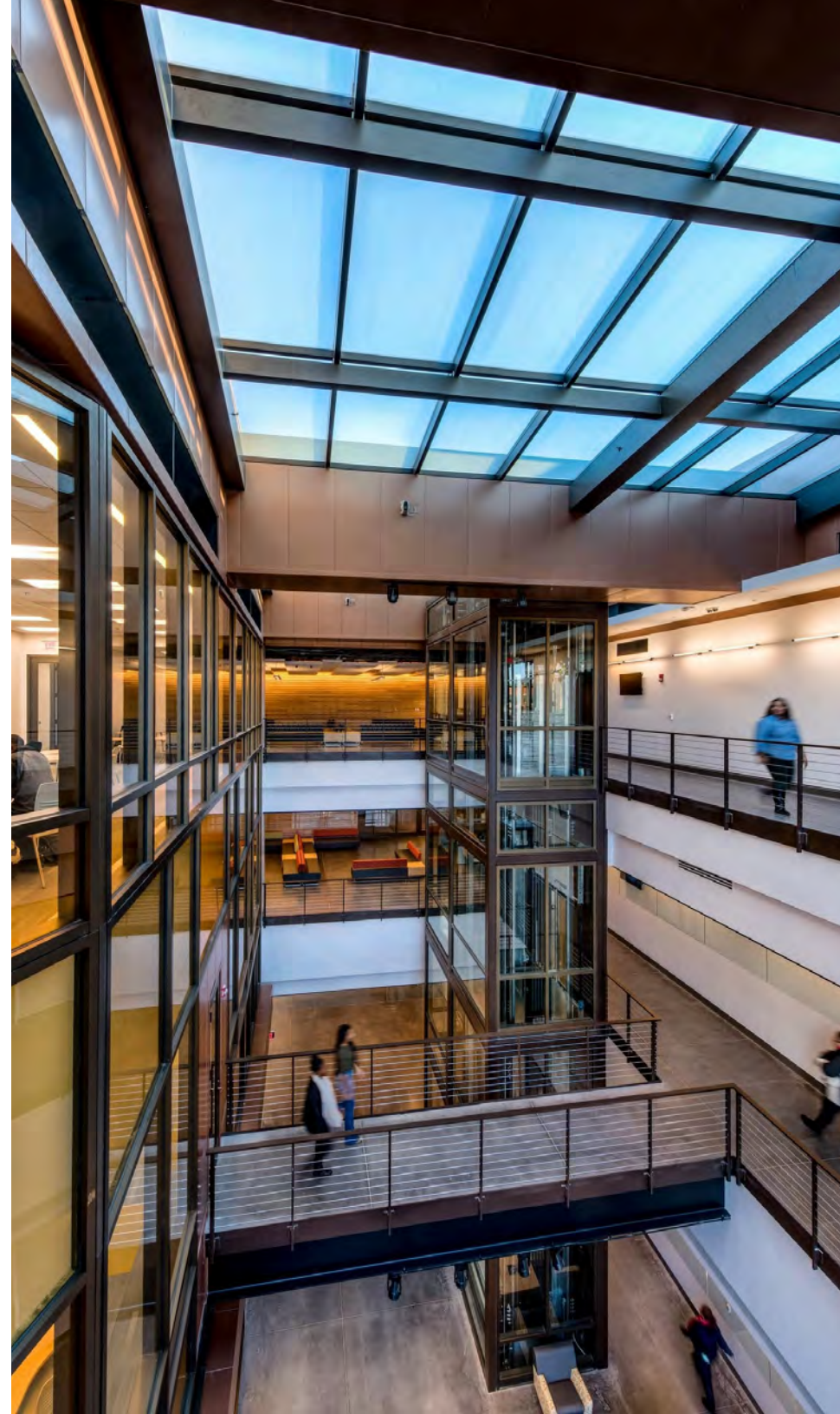
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Overarching Strategy

As the pinnacle of the District of Columbia's public system of education, the University of the District of Columbia will support the District in its continuing effort to be the model of a sustainable, resilient, and equitable community. The University will create solutions to urban challenges, train and support an exemplary workforce at all levels and in all sectors, and develop transformative, ethical leaders, thus improving access to economic opportunity for all.

Academic Structure

UDC awards undergraduate, graduate, and professional degrees at four colleges (Arts & Sciences; Business & Public Administration; Agriculture, Urban Sustainability & Environmental Sciences; and Engineering & Applied Sciences) and a School of Law located at its flagship Van Ness campus. It also specializes in developmental learning and early college instruction, and confers workforce credentials, professional certifications, and associate's degrees at a branch campus which is a Community College.



UDC Ideals

VISION

All students will achieve their highest levels of human potential.

MISSION

Embracing its essence as a public historically black urban-focused land-grant university in the nation's capital, UDC is dedicated to serving the needs of the community of the District of Columbia, and producing lifelong learners who are transformative leaders in the workforce, government, nonprofit sectors and beyond.

MOTTO


Aspire. Accomplish. Take on the World.

PILLARS

Quality • Location • Affordability • Diversity • Community Focus

CORE VALUES

Excellence • Innovation • Integrity • Sustainability • Collaboration

A photograph of three diverse students (two men and one woman) sitting at a desk, looking at a laptop. The man on the left is wearing a red and white plaid shirt and glasses. The woman in the middle has long dark hair and is wearing a purple top. The man on the right is wearing a grey t-shirt and is pointing at the laptop screen. A blue water bottle is visible on the desk to the left. The background is a blurred library or study area with bookshelves.

“There were deep cuts at the University of the District of Columbia and, in retrospect, they were too deep.”

Alice Rivlin, D.C. Control Board Chair, 1998 - 2001

Executive Summary

INTRODUCTION

The Equity Imperative is a streamlined, focused and refined Strategic Plan designed to regenerate the University of the District of Columbia as a Public Higher Education Model of Urban Student Success. UDC's last strategic plan—Vision 2020—recommended four years ago that many of the University's courses be discontinued, largely because of tolls the school's financial challenges had taken, the origins of which are described below.

Others of Vision 2020's major recommendations, such as converting many of UDC's courses into online classes, proved to be impractical, given the University's aged and outmoded digital infrastructure, and the lack of funds to upgrade or replace its operating systems.

At this point in time, the Equity Imperative is a plan that is right for UDC, for its students, and for the District of Columbia. The strategies it lays out—which were informed by input from town halls held around the city and suggestions gathered internally from students, faculty, staff, and our Board of Trustees—will transform the University into a powerful source of hope, education, creativity, research, and urban resilience as it guides many members of our community toward the middle class. Its tactics are affordable and its mission is essential to the future health and stability of the District.

THE CASE FOR INVESTMENT

Faced with a fiscal crisis in the mid-1990s, then-Mayor of the District of Columbia, Marion Barry, asked the federal government for more than \$700 million to balance the books. Instead, Congress appointed a financial control board to straighten out the District's fiscal affairs. Its first order of business was to shrink the size of the District government, severely slashing payrolls and other spending. The budget for the University of the District of Columbia was cut in half, and then cut again. As a result, a student population of over 10,000 students quickly dwindled to 5,000, and a third of the faculty was abruptly terminated.

With strong oversight from the control board, Anthony Williams served as Chief Financial Officer for the District during that time, then succeeded Barry for two terms as mayor. By the time he left office, the *Washington Post* was able to state:

Williams leaves in his wake a city with a good bond rating, sizable cash reserves, a more accessible health-care system for the underserved, several promising neighborhood projects, a major league baseball team, a new stadium under construction and a home town that is no longer the laughingstock of the nation... On his watch, the District underwent its most profound transformation in generations. Williams promoted an investment climate that led to the sprucing up of a city that had gone to seed.

Today, the District has well-funded and rapidly improving public schools, well-groomed parks and recreation facilities, and community-oriented state-of-the-art libraries. All of these necessary components for a sustainable, resilient, equitable community have been regenerated in ways that are widely acclaimed. Yet the one asset that is most crucial as we struggle to ensure thorough, lasting, and balanced vitality in the District—the public university—has been neglected.

Education is the key to equity—a fair shot at success. If you are born poor in the United States, you are almost certain to die poor. Education offers just about the only escape there is from poverty. Employment training can help many begin climbing the income ladder by qualifying for better jobs. It can be a start. But the odds against entering the middle class are nearly insurmountable for workers who do not hold a bachelor's degree.

In the District, the median income for our white households is \$127,369, more than three times the \$37,891 median for our black households. Also in the District, 92 percent of white residents have college degrees, compared to 25.6 percent of black residents. Many D.C. public high school and public charter school graduates are unable to take advantage of the federally funded Tuition Assistance Grant (DCTAG) program—which pays up to \$10,000 per year toward tuition at public colleges and universities and up to \$2,500 per year for enrollment at HBCUs nationwide (with the exception of UDC) and private schools in the Washington Metropolitan area—because their families can't afford to send them away to college, or they are not sufficiently prepared academically to gain admission to selective schools. UDC must be the life-changing alternative for those students.

The strategies recommended in this plan will equip UDC to offer nationally competitive programs that are affordable and accessible to District citizens who are seeking pathways to the middle class, whether in the form of professional certification or academic degrees. The plan will empower the University to be a leader in public higher education—an example of resilience and equity in our nation's capital, where disturbing disparities in income and opportunity often overshadow the storied symbols of our democracy.

The foundation is already in place. As the only exclusively urban land-grant institution in our predominantly urban nation, UDC is already researching solutions to newfound urban challenges. As an HBCU (Historically Black College and University), we master the kinds of nurturing methods required to reveal and refine the vast amounts of talent that are hidden in poor black and brown communities. In short, we are becoming a model of the kind of public system of higher learning and urban student success that the nation requires now more than ever.

During the past decade, D.C. has made substantial investments in many of its public services and assets. By contrast, investment in the University of the District of Columbia has seriously lagged. As a result, its roofs leak, its elevators fail, its technology is outdated, and its salaries trail behind the competition. UDC urgently needs major repairs, renovation of critical facilities, and funds to attract and maintain quality personnel. While D.C. Mayor Muriel Bowser recently pledged a significant “down payment” on the funds needed to achieve the University's Equity Imperative Strategic Plan, UDC also requires an ongoing oath of allegiance from the District in order to complete its journey of regeneration, and fulfill its mission as the only public institution of higher learning in the nation's capital.

If you are born poor in the United States, you are almost certain to die poor. Education offers just about the only escape there is from poverty.





Goal One

Establish in the District of Columbia a Public Higher Education Model of Urban Student Success

The District of Columbia is not a bastion of equity when it comes to education, student success, or employment opportunity. In many ways it is highly polarized, and the distances between its extremes can be alarming. The University of the District of Columbia plans to work toward changing that—in large part in conjunction with its mission as a land-grant institution, one of scores of universities and colleges created by a federal law passed during the Civil War that was intended to “democratize” education by making it available to ordinary citizens. Up until that time, for the most part, higher education was available only at expensive, exclusive, private schools which focused on the liberal arts. The federal government set up land-grant colleges in states across the country to educate students of average means in small towns and rural areas, teaching practical skills and performing research mainly related to agriculture, science, and engineering.

The University of the District of Columbia was awarded land-grant status in 1967 in order to serve an area that is exactly coterminous with the nation’s capital, making UDC the only exclusively urban land-grant institution in the country. According to the spirit of the federal act that initially created land-grant colleges, UDC’s primary purpose is to “democratize” education by extending it to citizens who are not able to afford it, or otherwise gain access to it.

Urban students are very diverse. UDC educates and trains a wide variety of people with many social and cultural identities, needs, and interests. The District that it serves is also diverse, and rife with opportunities to interact with all branches of government, business, community-based organizations, philanthropy, the arts, and more. Healthy and stimulating interactions occur on many levels and between many groups within this diverse population. But there are also striking divisions. D.C. contains some of the wealthiest neighborhoods in the country, as well as some of the poorest. Roughly half of its residents are among the best educated in nation, while a significant portion of the other half are notably undereducated. Many households bring in stellar amounts of income, while others barely scrape by. The District’s economy often looks like it’s booming from the perspective of pioneers on its newly redeveloped frontiers, even though there are vast expanses where unemployment rates are stuck in double digits. Many graduates of D.C.’s struggling K-12 public schools can’t find jobs that pay a living wage, while employers simultaneously have positions that are vacant because they can’t find sufficiently educated or trained applicants to fill them.

The University of the District of Columbia is committed to building bridges to span the educational gaps that divide our community. The strategies of our plan, the Equity Imperative, will ensure the success of our students, and prepare them to travel pathways that lead to membership in the middle class.

SUBGOAL ONE (A): DEMONSTRATE AND ADVOCATE THE VALUE OF PUBLIC HIGHER EDUCATION IN THE NATION'S CAPITAL

As the only institute of public higher education in the nation's capital, UDC will be instrumental in prompting interaction between many different kinds of District residents, leaders and stakeholders, thereby strengthening D.C.'s resiliency and improving conditions among all segments of our community. Public urban universities serve as secure roots for innovative and healthy growth. UDC will demonstrate and advocate the value of that kind of broadly principled growth by influencing conventional and familiar faces to make room for more diverse interests at tables where decisions are made.

Cross-sector communication will be crucial as broader groups of investors in the economies and cultures of the District are persuaded to back its cohesion and promote the expansion of equity within its borders. UDC is committed to undertaking the hard work entailed in building those relationships, for they are critical to ensuring D.C.'s social stability and long-range economic health.

Bridges between District agencies, the private sector, and nonprofits will support creation of solutions to social challenges and nurture entrepreneurial growth in business corridors. And effective, broad-based leadership which widely shares processes of planning will shape multidisciplinary strategies that lead to a steady lessening of the economic inequality that threatens the very fabric of our nation's capital.

UDC also will need to bring public perceptions of our operations and capabilities into alignment with our evolving identity as a Public Higher Education Model of Urban Student Success. Toward that end, UDC is establishing an external affairs unit whose marketing component will recreate the University's brand by affixing it firmly to our principles and qualities of excellence, innovation, integrity, sustainability, collaboration, and community focus.

OBJECTIVE ONE (A)(1): ACADEMIC MASTER PLAN

The University of the District of Columbia's new Academic Master Plan will establish a student-focused and learner-centered culture in which faculty members increasingly function more interactively in the educational process as coaches and guides, in addition to imparting information through lectures, thereby ensuring that students grasp knowledge and grow academically. The University will expand an array of high-impact educational practices that combine theory and practice with careerist and liberal arts projects in ways that will better enable students to thrive in our complex world. Small learning communities will be formed, for example, in which students can take several related courses that examine life's bigger questions from the vantage points of different academic disciplines, thereby integrating knowledge in innovative ways. Writing and effective oral communication requirements will be expanded across the curriculum, and a Writing Center will be established to motivate faculty and students alike to stretch their abilities and strengthen their skills.

Seamless academic pathways will offer learning opportunities from industry certification through to bachelor's degrees. Collaborative projects will develop expertise in problem-solving skills and prompt insights into new kinds of thought processes by listening to others. Undergraduate research will introduce students to key facets of empirical observation and analysis that will serve them endlessly in the workplace and throughout life. Courses that focus on elements of UDC's diversity will offer students opportunities to explore issues grounded in cultures, genders, races, and socio-economic standings other than their own. Instead of relying upon a vertically structured "core" curriculum, students will be encouraged to explore and acquire competencies that can be integrated to form various areas of individualized scholarship that inspire them to maintain interest in and commitment to their studies.

UDC also will foster a culture of assessment which continuously monitors the quality and quantity of learning being acquired by students, thereby giving faculty a real-time sense of which classroom (or out-of-the-classroom, or online) techniques, are working. The student feedback gathered in this process will probe much deeper and more effectively than other questionnaires often distributed at the end of courses which ascertain little more than whether students "liked" the course. Similar assessment tools will be leveraged to produce data that will drive improvement, innovation, and evaluation across the University. Effective teaching stimulates impassioned learning, which strengthens student success and leads to the completion of degrees.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Align viable programs with the University's vision and mission	100% of University programs assessed to ensure viability and alignment with University Mission and Vision	2022
Incentivize the creation of innovative new programs	4 new program proposals developed and presented to Faculty Senate for recommendation	2022
Infuse experiential and service learning throughout the curriculum	100% of academic programs have service learning components	2022
Incentivize the infusion of land-grant philosophy into research, teaching, and service	100% of program reviews will assess their departments' ability to incorporate urban-focused research, teaching and service within course instruction	2021
Implement board-approved General Education policy	100% of General Education courses reviewed and reengineered, ensuring they are practical, flexible and rigorous	2022
Establish cycle for academic program review	100% of programs evaluated	2022
Enhance Writing Center	80% of students receive additional writing skills support from the Writing Center	2021

OBJECTIVE ONE (A)(2): DEVELOP NATIONALLY RECOGNIZED URBAN RESEARCH AND SCHOLARSHIP

Scholarship is the hallmark of any educational institution. It distinguishes faculty in their fields, while their research activity creates learning environments which foster competencies that prepare students for success in the real world or as they pursue higher levels of education. As such, UDC’s ability to advocate for the value of research and scholarship will grow as the amount of research it conducts expands and is further defined. To that end, the University plans to hire a Vice President for University Research and Graduate Studies to provide leadership and guidance for scholars who perform significant amounts of research at UDC. The vice president also will help shape graduate programs which spawn and buttress research activities, such as UDC’s new doctoral program in Engineering and Computer Science.

The University also will expand its partnership with The Lab @ DC, a new research engine in D.C. Mayor Muriel Bowser’s administration which works with a wide range of agencies, universities, industries, nonprofits, and community groups to design policy and program interventions that are tailored to the District, conduct sophisticated evaluations, and foster a scientific community of practice that engages experts and stakeholders across D.C.

Two fairly immediate measures of the success of these efforts would be an increase in the number of faculty who are published in scholarly publications, and an expansion in the amount of research activity at UDC.

Every state in the U.S. has at least one public research university. The District of Columbia should have one, too. According to the American Academy of Arts & Sciences, public research universities provide high-quality education to students of all income levels at costs that pay for themselves within five to seven years of post-graduate employment. They not only drive fundamental scientific and technological discovery, they educate and train “the skilled workforce of tomorrow.”

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Develop Office of University Research	\$50 Million in funded research	2022

OBJECTIVE ONE (A)(3): CONTINUOUSLY ASSESS AND MAINTAIN CURRENCY OF ACADEMIC AND WORKFORCE OFFERINGS

UDC will ensure the quality of its courses and programs by continuously assessing their value and maintaining their currency regionally, nationally, and internationally, so that the worth of the University’s degrees and other credentials equal or surpass those of its competitors when compared by reputation and efficacy in real-world settings. Student learning outcomes will be continuously measured against the intended goals of particular courses and programs, as well as industry standards. A University-wide and ongoing assessment and course review process will be standardized and instituted so that UDC examines and improves its educational effectiveness consistently and proactively, instead of reactively, and primarily as the product of accreditation demands, as has been the case too often in the past.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Establish University-wide academic and workforce programs/course review process	100% of courses are evaluated as high quality	2022
Sync University activities and assessment guidelines to student learning goals	90% of University activities aligned with student learning outcomes	2022
Standardize assessment process and Middle States Accreditation reporting	100% of division and department assessment plans include Middle States Standards	2021

OBJECTIVE ONE (A)(4): ENHANCE RELATIONSHIPS WITH GOVERNMENT AND OTHER MAJOR STAKEHOLDERS

UDC is in the process of building a broad constituency of public support by interacting particularly with these three groups:

District leadership—including the Mayor, Deputy Mayors, Councilmembers and their staffs—must be kept abreast of our goals through frequent, data-informed discussions which focus on our short- and long-term operating and capital funds needs as they relate to our strategic goals. UDC will improve its weekly monitoring and assessment of legislative, regulatory, and budgetary actions that directly or indirectly impact the University. Through discussions with agency heads, UDC will identify all services that the University may be able to deliver to the city (whether paid or not), such as pesticide testing and training, or an expansion in the variety of workforce credentials it offers. It also will explore the availability of funds, such as the use of DOEE money for roof repair, to address needs at UDC.

Advisory Neighborhood Commissions and other neighborhood associations such as Van Ness Main Street will be engaged more regularly and intensively, especially those which utilize UDC locations. The University will make its facilities available to all ANCs and neighborhood associations, and will give timely notice of all UDC events to their publications. UDC also is considering founding a Civic Leadership Institute, which through 10 to 12 weeks of practical coursework and interaction with District agencies, policy institutes, and associations, will familiarize residents with the workings of civic and governmental components, thereby transforming them into agents of positive change.

UDC will seek general or board membership in **leading civic and economic development organizations** in the District and the surrounding metropolitan area. The University also will offer to host at least one major event for each of these organizations (such as the D.C. Chamber of Commerce, the Board of Trade, and the Federal City Council), sponsor one of their signature events, or arrange for a senior figure from UDC to address their group.

OBJECTIVE ONE (A)(5): ENGAGE IN STRATEGIC MARKETING

We are in the midst of recreating our brand in ways that emphasize our principles and values of quality, location, affordability, diversity, and community focus. We also are emphasizing our core values of excellence, innovation, integrity, sustainability, and collaboration.

After securing our institutional brand in the minds of potential consumers and in the community at large, we plan to market UDC on a variety of media platforms, including publications such as the University magazine *Legacy* and television and social media campaigns like “Faces of UDC,” which present short but cogent cameos of UDC students, professors, and research projects that reflect the diversity of the University’s components and the dreams it makes come true. The “Faces of UDC” campaign also will present examples of alumni who have become transformative urban leaders across a range of industries and sectors.

The marketing will target adult learners who are eager to enhance their career opportunities, as well traditional high school graduates. It also will strive to build a reputation as an “employer of choice,” thereby enticing well-trained and high-performing staff to work at UDC.

While establishing ourselves as the educational flagship of the District of Columbia, the only public university in and for the nation’s capital, and as we graduate ever growing numbers of successful students, UDC also will compete for applicants in larger markets. The University will seek to increase the significant number of international students it already enrolls, as well as attract more students from our region, and from states that are farther afield.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Rebrand the University	40% increase in media advertisement of University (paid and unpaid)	2020
Establish UDC as an “Employer of Choice”	Identification of UDC as top 100 places to work in the District	2022

SUBGOAL ONE (B): WORK MORE CLOSELY WITH D.C. PUBLIC AND PUBLIC CHARTER SCHOOLS

Nearly 70 percent of UDC’s degree-seeking students are residents of the District, and the vast majority of those students attended public or public charter schools in D.C. In order for them to have the best chance of succeeding at the University, and achieving the bachelor’s degree that will put them on the path to the middle class, they should arrive at UDC ready for college. In addition to the objectives listed below, there are a number of ways the University can work with the District’s public schools to ensure the college readiness of their students, including expanding summer bridge programs, and helping to strategically plan approaches to P-16 public education that are best suited to all students, especially the 79.5 percent of the District’s public and public charter school students who are economically disadvantaged.

The University also is seeking an integration of its database with that of the Office of the State Superintendent of Education in order to improve and expand tracking of student mobility and growth over a student’s entire lifespan in District public education institutions. Joining those data banks will enable better planning, student placement, trend analysis, performance projections, program evaluation, stakeholder empowerment, and compliance. The partnership also will foster collaboration in recruitment, K-16 persistence programs, early access to postsecondary education, improved college readiness, professional development of teachers, continuing education programs, and enhanced relationships with school counselors.

UDC already is exploring the possibility of offering workshops to school counselors, and reasonably priced continuing education courses for the kinds of skills and credits that teachers are required to update and obtain regularly.

OBJECTIVE ONE (B)(1): STRENGTHEN DUAL ENROLLMENT PROGRAMS

There is strong demand for the University’s dual enrollment program, which is currently administered through the College Access and Readiness for Everyone Program (CARE). There were 409 applicants for the program in Fall 2017, and 135 seats available, but there was only enough funding to fill 124 of those seats, so more funding is being sought for the program and additional delivery options are being explored.

UDC has the largest dual enrollment program in the city, having served over 1,700 students from D.C. public and public charter schools since 2012. The program provides District high school students the opportunity to attend college-level classes and earn transferable college credits while they are still in high school, thus enabling students and their families to save time and money on more traditional journeys toward college degrees in the future. In addition to the coursework, CARE also provides an array of support services designed to make the transition between high school and college smoother.

Dual enrollment classes are currently held at the Community College, although the University hopes to expand classes to the Flagship campus, and if funding is allocated for additional instructors, classes also may be offered on the campuses of various high schools in the future.

CARE classes are free of charge, and are open to all qualified high school and GED program students in the District, including those enrolled in private schools and those who are homeschooled. The program began in 2012, working with students from two high schools. It now partners with 33 D.C. public schools and public charter schools.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Determine appropriate business model(s)	50% increase in CARE Funding	2022
Establish Dual Enrollment on Van Ness Campus	Establish first dual enrollment cohort of 20 students	2019

OBJECTIVE ONE (B)(2): COMPREHENSIVE PLANNING AND PARTNERSHIP WITH D.C. PUBLIC SCHOOLS (DCPS) AND PUBLIC CHARTER SCHOOLS (DCPCS)

UDC intends to begin strategically aligning itself with the District's Public Schools and Public Charter Schools through a continuing series of meetings with leaders from those entities that will foster genuinely collaborative relationships and forward thinking, instead of relying on periods of crisis to bring us together. The President of UDC will take the lead in coordinating meetings with the DCPC Chancellor, the Executive Director of DCPCS, and other influential actors and advisors. UDC also would like to include as many educators as possible in events such as UDC's annual teacher professional development forums.

The University additionally would like to encourage and track operational cooperation in areas such as UDC's Dual Degree Program and in components of customer service that are crucial to smoothing the transition for students from high school to college. UDC believes it can work with high schools to design and diversify computer science courses that will prepare students to succeed in college-level computer science classes which, in turn, will ready them to satisfy growing demand in the District's software workforce.

In Ward 7 or 8, specifically, UDC aims to form a PK-16 pilot program which will train teachers to deliver challenging STEM classes in an elementary, middle, and high school, thus developing a STEM pipeline that will equip a vanguard of students from one of the District's most challenged wards to make their way into college, and onto a pathway to the middle class. UDC will work with training and transformation partners in this endeavor, such as the Southern Initiative Algebra Project, which has a proven track record of achieving outstanding results in similar settings.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
UDC/DCPS Strategic Partnership	Quarterly strategic planning meetings between UDC Leadership and DCPS	2019
Develop PK-16 Pilot Program	100% implementation of PK-12 feeder system in Ward 8	2020
Pursue DCPS and UDC joint grant and funding models	5 UDC/DCPS joint grants and/or funding options	2021
Increase the utilization of UDC/OSSE SLED data for recruitment and student tracking	75% increase in data exports and analysis of the OSSE data profiles for UDC and potential UDC students	2019
Explore additional data sharing opportunities with DC agencies	Increase data sharing with District agencies by 10%	2020

The strategies of our plan, the Equity Imperative, will ensure the success of our students, and prepare them to travel pathways that lead to membership in the middle class.



Goal Two

Increase the Numbers of UDC Degrees and Workforce Credentials Awarded

The more members of the workforce that the University educates and trains, the more resilient our community becomes. On average, college graduates in the District are able to earn salaries (\$65,886) that come within striking distance of the median middle-class household income (\$75,506). So if college graduates have other members of their household working, their combined incomes carry them across the threshold to the middle class. Similarly, credentialed workers who are trained to fill positions in fields where there is high demand, tend to earn more than those who are not. The more residents who enter the middle class, the less inequality in areas of income, education, health, and exposure to violent crime there will be, thereby reducing the most powerful threats to social and long-term financial stability in the District.

Studies by education-centered organizations such as the United Negro College Fund suggest that UDC graduates succeed in both life and at work because they learn to become critical and creative thinkers. They become both problem solvers and team workers. They develop the desire to be knowledgeable about their surroundings and engaged in civic activities. Their courses at the University require them to take on a healthy amount of responsibility for their own learning, a necessary habit for active citizens. And the more students succeed, the higher UDC's retention and graduation rates will climb.

The entire District of Columbia becomes both campus and laboratory for UDC students, focusing their abilities on meeting particular kinds of challenges that will continue to grow as the world rapidly becomes more urban.

The more residents who enter the middle class, the less inequality in areas of income, education, health, and exposure to violent crime there will be, thereby reducing the most powerful threats to social and long-term financial stability in the District.

SUBGOAL TWO (A): CHART SEAMLESS PATHWAYS TO DEGREES & EMPLOYMENT

It is not uncommon for students to graduate from institutions of higher learning without having mastered skills that are listed in job descriptions, or required on applications to graduate or professional schools. With that in mind, UDC plans to be more explicit in aligning expected learning outcomes, skills, and abilities, with course descriptions. The University also intends to map all of its offerings according to workforce competencies that will be acquired by students as they proceed through various programs. That kind of mapping also will enable students to better track their progress toward degree completion and work readiness.

During the 2018 academic year, 20 percent of the Associate’s Degrees in Applied Science will be converted to Associate’s Degrees in Arts and Sciences programs, which will allow students to transition from the Community College to bachelor’s degree programs at the Flagship campus without losing credits or being required to retake courses as they sometimes were previously because there wasn’t proper articulation between offerings on the two campuses. Additional courses will be converted as teams of deans, department chairs, and faculty from the Community College and Flagship align curriculum and program offerings to ensure that they are “stackable.” Clear academic road maps sometimes will begin even before students graduate from high school, which will speed their progress toward college graduation and employment.

Workforce Development programs at the Community College also will be offering students seamless pathways to credentials through stackable non-credit courses, as well as more efficient routes to degree programs at both campuses for those students wishing to matriculate further.

OBJECTIVE TWO (A)(1): DESIGN AND AWARD STACKABLE CREDENTIALS

By picking and choosing from a range of credentials that can be “stacked,” students would be able to plot their own pathways and create their own timetables by which to learn or train, accumulating skills, competencies, or blocks of knowledge that can be combined and customized to suit their needs and schedules. Students could attain certificates and degrees in manageable increments, as opposed to committing to consecutive, unbroken years of education before seizing upon employment opportunities that lead to upward mobility.

A student who initially enrolled at UDC’s Community College in order to earn a certificate, for example, would be able build toward further education and marketability in the form of an associate’s degree. Having completed that foundational work, the student might then eventually choose to progress toward a bachelor’s degree, or beyond.

In addition to serving as a gateway to degree programs in some instances, stackable credentials also might serve as documentation of skills, abilities, or academic competencies for non-matriculating students, which often is available only to degree-seekers.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Develop stackable credential programs	50% of workforce students awarded two or more stackable certifications (industry certified programs only)	2020
Increase AS to BA pathways	100% of AS to BA programs on seamless pathways	2022

The Equity Imperative is a plan that is right for UDC, for its students, and for the District of Columbia.

OBJECTIVE TWO (A)(2): E-PORTFOLIOS AND DIGITAL BADGING

The University of the District of Columbia is beginning to encourage students and faculty alike to utilize e-portfolios to digitally collect and track their academic progress and achievements, as well as co-curricular experiences and activities, in ways that measure and map outcomes and enable them to gain insights as learners and teachers that lead to growth and improvement. E-portfolios have been referred to as “internal conversations” and rich resources for self-reflection.

The University also is in the process of developing a system of awarding digital badges, which are easily stored in e-portfolios, and which students and graduates can use to track and demonstrate elements of their career readiness. Effective implementation of this system will earn UDC national recognition for innovative programming, as well as serve as a recruitment incentive to attract millennial students.

While transcripts and actual degrees will continue to serve as official validation of academic achievements, the digital badge offers new ways of symbolizing and communicating an individual’s knowledge, accomplishments, skills, competencies, professional activities and interests. The badge is portable proof of evidence-based assessment of mastery in areas that range from traditional scholarship to other kinds of abilities that are particularly valued in the 21st century, such as collaboration, teamwork, and leadership.

The badges can be earned in any learning environment that is managed online, and remain connected to sources that can validate them with data about the nature of an experience, assessment, or activity that led to the awarding of the credential, the issuer, and the date of issuance.

Employers increasingly appreciate the digital documentation of career readiness, while learners value the sense of ownership over their knowledge and growth that the badges provide. Badges also are easily integrated into e-portfolios.

Although digital badging is a relatively new phenomenon, it already is being employed by institutions such as the University of Maryland, the University of Wisconsin, Indiana University, and Purdue University.

During the implementation phase at UDC, success of the program will be measured by the numbers of students earning badges, and increased levels of student engagement in co-curricular learning.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Establish digital badging program	60% of University graduates attain three or more digital badges, which serve as digital documentation of career readiness	2022
Implement student e-portfolios	35% of UDC students will graduate with e-portfolios, which will include evidence-based student scholarship	2020

Employers increasingly appreciate the digital documentation of career readiness, while learners value the sense of ownership over their knowledge and growth that the badges provide.

SUBGOAL TWO (B): CREATE STUDENT SUCCESS MODEL

The University of the District of Columbia has begun transitioning from processes that merely collected and measured data from its past accomplishments and activities to conducting sophisticated kinds of analysis of data which suggest future directions and actions the University should take in order to best support its missions and realize its vision of enabling all students to achieve their highest levels of human potential. The use of this data analysis is particularly effective in lowering rates of attrition and improving retention on a year-to-year basis, best supporting the needs of students who transfer to UDC from other institutions, and refocusing students who return to their studies after breaks caused by family concerns or financial shortages.

The one asset that is most crucial as we struggle to ensure thorough, lasting, and balanced vitality in the District—the public university—has been neglected.

OBJECTIVE TWO (B)(1): RECRUITMENT AND ENROLLMENT

UDC is employing a number of recruitment strategies designed to enroll more FTIC and transfer students who are drawn from District, national, and international populations. One of our top current objectives is to cultivate a more positive perception of UDC among D.C. public school students in order to build a stronger pipeline of new applicants among high school graduates seeking college degrees. While there was a 13 percent drop in the number of applicants for admission to the Flagship last year, there was a 26 percent rise in the number of applicants to classes and programs at the Community College. The admission rate for FTIC students at the more selective Van Ness campus has been on an upward trend since 2015, however, by 54 percent, with the majority of those students coming from D.C. and the surrounding metropolitan area.

The University also plans to form partnerships with embassies that are located in the District, to expand the number of international students enrolled at UDC. Particular emphasis will be placed on recruiting students from China, Mexico, Taiwan, India, and Nepal, which have formed strong pipelines to institutions such as UDC. Being located in the nation’s capital is a particular advantage in that regard. Recruitment efforts also will extend to secondary growth markets for UDC, which include New York, Pennsylvania, Florida, New Jersey, Texas, and Georgia.

UDC currently aims to:

- Increase the efficiency and effectiveness of recruitment planning through effective management of profile development, academic differentiation, territorial assessment, and yield impact by geomarkets.
- Employ predictive and projection modeling to establish realistic goals tied to national, regional, and global enrollment trends.
- Annually assess market share to identify viability of UDC’s offerings.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Review and update student recruitment strategy	45% increase in applicant population	2022
Establish University-wide enrollment strategy	20% increase in student enrollment	2022



OBJECTIVE TWO (B)(2): TOOLS FOR STUDENT SUCCESS

The **Supplemental Instruction** program engages high-performing students in various courses to function as teaching assistants and academic coaches for classmates who are encountering academic difficulties, and are earning low grades. Study skills and critical thinking abilities are shared and transferred among students during weekly sessions that are peer-led. Students learn to approach and master course materials in ways that span disciplines and can be easily and automatically incorporated into other components of their academic careers. A pilot version of this program that operated during Fall 2016-Spring 2017 with 56 students involved, achieved a student retention rate of 99 percent. During the Fall 2018 semester, the program will expand from a self-selecting basis to a system of collaboration with the Office of Enrollment Services and the Student Success Center, to identify incoming First-Time-In-College and transfer students who would also be good candidates for the program. Tuition is remitted for supplemental instructors, who work 20 hours per week.

A pilot phase for the **Firebird Success Grant** is currently underway, offering one-time grants of emergency assistance of up to \$1,250 to undergraduate students who have completed a minimum of 30 credit hours and are suffering short-term hardships that threaten their enrollment. The students must be attending UDC full-time, registered for at least 12 hours of coursework, and seeking their degrees. So far, the program has achieved a 100 percent retention rate, with the exception of one student, who graduated. The grants are not required to be repaid.

The University's Division of Student Development and Success plans to use predictive analytics in a web-based advising platform developed by the **Education Advisory Board (EAB)** to communicate with students and leverage 10 years of data to show patterns that will indicate which courses may be problematic for certain students, suggest the likelihood of success for students performing at particular levels in specific courses or majors, and recommend suitable options to help various students succeed. In addition to providing early identification of problem areas and directing academic advisors in real time toward students who are in need of their services, EAB supplies student record managers with current curriculum information. EAB is positively affecting outcomes in powerful ways at Georgia State University, where it tracks 24,000 undergraduates on a daily basis, and functions as a seamless, fully integrated system of student support. Dubbed GPS (Graduation and

Progression Success), it predictively analyzes seven years of data from GSU—over 2 million grades earned by past and present students—to identify which students are falling off track academically and assigns advisors who intervene to restore their progress toward timely graduation. The system uses some 700 different kinds of alerts to indicate when student actions are putting them significantly at risk academically. During its first two semesters of operation, in 2012, GPS increased the probability that 64 percent of Georgia State’s sophomores would graduate within four years. By the end of that academic year, the total number of the school’s undergraduates on track for graduation within four years rose by 9 percent.

UDC also plans to employ another technological tool of institutional and academic intelligence—**DegreeWorks**—to audit students’ progress toward completing curricular requirements for degrees. When used at Florida State University, the program reduced the number of students graduating with excess credits by close to 50 percent. At Arizona State University, DegreeWorks increased the portion of students considered on track for timely graduation from 22 percent to 91 percent in three years.

Both EAB and DegreeWorks will be integrated with Banner, a digital resource planning system which jointly manages and monitors the University’s finances and student life cycles.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Implement supplemental instruction program University-wide	75% retention rate for students enrolled in SI program	2020
University-wide utilization of EAB campus platform	70% of underprepared students provided early intervention services	2022
Utilize DegreeWorks University-wide	80% increase student degree mapping in accordance with University program guidelines	2020
Engage academic coaches for students	55% of UDC students assigned an academic coach	2022
Establish holistic and seamless academic advising model	100% faculty and professional advisors utilizing advising platforms	2019
Develop a plan for health awareness and services	Establish “Let’s Talk” program	2020

One of our top objectives is to attract more D.C. public school students in order to build a stronger pipeline of new applicants among high school graduates seeking college degrees.

SUBGOAL TWO (C): CREATE ENVIRONMENTS CONDUCTIVE TO LEARNING

Learning environments can be indoor physical settings that are very structured, or open outdoor landscapes. They can be designed to encourage eye contact between students and teachers, or focus attention on blackboards or other tools that are used to map out mathematical equations or electronic structures. They can invite interaction between students through circular seating, or motivate students to explore internal thought patterns by providing a wide range of seemingly unrelated props to react to. Simple sunlight can improve learning, some studies have shown. Digital devices can aid or distract, depending on the circumstances and the subject matter, other studies show. All learning environments are expressions of cultures, or approaches, to learning and teaching which continue to evolve, seeking additional and better ways to engage students and promote their consumption and analysis of knowledge.

Most of the University of the District of Columbia's infrastructure is 50 years old, and the bulk of its classrooms have remained static in their setups while education experts at large have experimented with many different kinds of learning environments. The field has advanced much beyond UDC's design, and the University is committed to improving the physical layouts in which its students learn, with the hope that such improvements will help students consume more knowledge, and at faster rates.

Learning environments also are defined by teaching styles, which the University is addressing with plans for the continuous professional development of its instructors. In addition, environments are affected by the tone and standards of management at educational institutions. UDC recognizes that there is much it can do to improve in these areas, and it is determined to move forward as rapidly as it can, according to the amount of resources it is able to access.



OBJECTIVE TWO (C)(1): DESIGN AND OPERATE SYSTEMS AND SPACES THAT MOST EFFECTIVELY SUPPORT TEACHING AND LEARNING

Many elements of the physical support systems for UDC’s academic enterprise require significant overhaul. Critical components of the University’s information and technology infrastructure are over 15 years old, and minimal investment has been made to hire and train the number of staff required to operate an IT system for an institution the size of UDC. On another front, facilities personnel are unable to strategically assign usage of University spaces because scheduling is not digitally tracked. The planned installation of Space Planning software will help in this regard. Data-informed management will be able to flexibly plan and continuously assess academic and administrative work, measuring effectiveness through the implementation of University-wide reporting dashboards. Such “frictionless” planning will ensure the most efficient integration of talent, resources, and technology, enabling optimal support for students, staff, and faculty.

UDC’s support systems also are challenged by longstanding perceptions that there is a lack of professionalism in the management of the institution, and a lack of consistent and high-quality delivery of “back-office” functions. More robust tools are needed to integrate internal and external data sets in order to highlight correlations and develop necessary forecasts. Because of related inefficiencies, many policies and procedures appear to be inconsistent or unclear. By addressing these deficits, UDC aims to establish a culture of excellence in responding to service needs and requests.

The University also is revamping its department of talent management in order to holistically manage the entire life cycle of employees to ensure that all aspects of hiring, paying, promoting, developing, and coaching are handled respectfully and effectively as it works toward achieving the distinction of being a “Preferred Employer.”

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Holistic Talent Management Life Cycle	Automate 80% of HR Life Cycle	2021
Responsive service excellence culture	Publish SLA performance measure for 100% of University operation units	2020
Transparent and available policies	99% of University policies reengineered and published	2022
Flexible, responsive and available IT systems and infrastructure	99.99% Uptime	2019
Ensure functional, well-allocated and efficient space	15% of all University spaces renovated to meet needs of University student success and academic requirements	2022
Provide opportunities for faculty and staff to enhance learning in and out of the classroom	Each staff and faculty member provided with two faculty and staff development sessions per year	2022

OBJECTIVE TWO (C)(2): DATA-INFORMED DECISION-MAKING

The University has been in a data crisis for many years as multiple systems have converged, creating data standardization challenges and data deficiencies. As “data-informed decision-making” has become a leading practice and a proven industry standard, UDC’s reliance on “clean” data has become crucial to institutional effectiveness. The University is taking data analytics to the next level using data to forecast and project student success needs and potential outcomes, as well as administrative needs for infrastructure support.

The following three strategies will be implemented over the next five years to ensure that UDC’s data is clean and available for internal and external stakeholders. These strategies will create a foundation for continued improvement in student success measures:

Data Standardization will determine rules by which data is described and recorded, enabling seamless exchange, defining each data element, and providing common understandings of individual data elements.

Data Analytics and Reporting can optimize applications in many key areas of the University. Data can be extracted from enrollment statistics and analyzed, or gleaned to monitor the progress of student learning or the development of faculty as they design courses and strategic plans. With analytics, the automated processing of data is faster and eliminates potential human error or oversight. Data are readily available anytime, enabling reports to be sent easily, and increasing collaboration and data sharing.

University Dashboards will be instrumental in providing data and metrics to senior leadership with just a glance at key indicators. That will eliminate the need to review variables from multiple sources, and speed the rate at which data-informed decisions are formulated. University-focused dashboards also will increase UDC’s capacity to focus on evidence and measurements in ways that allow optimal viewing of critical points of operations, enabling real-time and intuitive data visualization.

MILESTONE ACTION

Full implementation of data standards, analytics, and reporting

KEY PERFORMANCE INDICATOR

85% of University core functions utilize data analytics for decision-making

FISCAL YEAR

2022

Roughly half of the District’s residents are among the best educated in nation, while a significant portion of the other half are notably undereducated.



Goal Three

Graduate Transformative Urban Leaders Who Are Lifelong Learners

Eighty percent of the U.S. population is now urban. By 2050, 75 percent of the world's population is expected to live in cities. Urban areas are facing increasing numbers of challenges that are new to residents as well as policymakers. Because the University of the District of Columbia serves an area that is entirely urban, it is uniquely positioned to educate students about the problems surrounding them, teach them how to research solutions to those problems, and prepare them to be leaders in the community as pressures of these new challenges grow.

The University's graduates must be taught strategies of encouraging communication and cooperation, creating alliances among the many stakeholders in the District, so that threats and stresses in our community can be addressed and managed. They must be able to both build power and share it, so that our vulnerabilities — whether health-related, economically based, or rooted in justice more generally — do not defeat us. They must be both reflective and resourceful, inspiring our community to recognize and utilize alternative solutions to our problems, if need be. They must be both strong and flexible.

Most importantly, UDC's graduates must have learned the necessity of becoming lifelong learners. They will have come to realize how crucial it is to motivate themselves to continue learning long after leaving the classroom. Leaders are active citizens, which requires the continuous pursuit of knowledge about their surroundings, their communities, and their elected representatives. In order to maintain their independence and growth in our increasingly complex world, they will understand that increasing their knowledge safeguards their employability.

Because the University of the District of Columbia serves an area that is entirely urban, it is uniquely positioned to educate students about the problems surrounding them, teach them how to research solutions to those problems, and prepare them to be leaders in the community as pressures of these new challenges grow.

SUBGOAL THREE (A): ENHANCE TEACHING AND LEARNING

One of UDC’s overarching goals is to develop and strengthen a student-focused, learner-centered culture that celebrates innovative and effective teaching and learning experiences, while encouraging both faculty and students to become active learners. That, in turn, will contribute to greater student success, faculty development and, ultimately, increased student engagement, retention and completion across the two-year, four-year, and graduate levels of the University of the District of Columbia.

The Learning Resources Division (LRD) will be a major vehicle in implementing this vision. The division is comprised of two units, Library Services and the Center for the Advancement of Learning (the Center). The Library Services unit supplies information resources and efficient support services to students, faculty, and staff. The Center for the Advancement of Learning unit offers a range of services, programs, and professional development activities to advance teaching and learning.

One of the Center’s major aims is to enhance a culture of learner-centered instruction through the use of active and transparent learning techniques and meaningful implementation of instructional technologies in online, hybrid, and face-to-face courses. The Center recognizes faculty engagement in these learning approaches through certificates and certifications for successful participation in Center offerings—such as trainings, faculty learning communities, and feedback sessions—and opportunities like the Myrtilla Miner Faculty Fellows Initiative. A core element of this work is through the Center’s certification process to teach and build online courses, which help mitigate barriers to learning.

CAL will also continue the work of individual/group consultations with faculty and staff tailored to the specific requests, strengthen instructor and learner success through Blackboard trainings and HelpDesk support, and increase institutional programming that focuses on scholarship and service, as well as teaching and learning.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Launch classroom observation program	80% of classrooms undergo direct observation	2022
Enhance the quality and breadth of online course offerings at UDC and continue training faculty to teach online courses.	With the support of divisions/ programs, 50% of faculty trained to teach online	2022
Support student learning and faculty development through consultations and offerings focused on teaching, scholarship, and service.	100% increase of Center offerings with outreach to at least 20% of instructional faculty	2022

Most importantly, UDC’s graduates must have learned the necessity of becoming lifelong learners.

OBJECTIVE THREE (A)(1): ENCOURAGE MULTICULTURAL ENGAGEMENT

UDC enjoys a very diverse student body which includes members of various socioeconomic groups, many ethnicities, traditional as well as individualized gender identities, residents of numerous parts of the District and the surrounding region, and citizens of 12 different countries. The University is tremendously enriched by the academic interaction and social exchanges that occur daily between these groups. Students would benefit much more, however, if UDC designated permanent spaces for people to associate, experience, and learn from each other.

Multicultural education promotes cognitive and moral growth by integrating knowledge of resources, lifestyles, and history. It sparks creative problem-solving skills by applying differing perspectives to shared challenges. It nurtures positive relationships across boundaries through the achievement of common goals, and increases respect, appreciation, and a commitment to equity in the process. It corrects stereotypes and encourages the rejection of prejudice while revitalizing our community and fostering more sophisticated views of the world.

The University intends to create a Multicultural Center which provides a safe and welcoming environment for students from diverse populations. The Center would help students explore and define their own identities, and those of others. It also would supply training and resources to address discrimination, bias, misconceptions, and stereotypes. Finally, the Center would function as a central office for various multicultural services that already are being offered by other programs and organizations across the campuses.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Establish Multicultural Center	25% of University students receive services from Multicultural Center	2022
Increase multicultural educational opportunities	10% increase in multicultural education experiences	2020
Establish multicultural professional development opportunities for faculty and staff	50% of faculty and staff participate in multicultural professional development workshops	2022
Increase programming about gender identity, socioeconomics and stereotype awareness	25% of multicultural programming will focus on gender identity, socioeconomics and stereotype awareness.	2021

Multicultural education promotes cognitive and moral growth by integrating knowledge of resources, lifestyles, and history. It sparks creative problem-solving skills by applying differing perspectives to shared challenges.

OBJECTIVE THREE (A)(2): ENRICH ENTIRE CURRICULUM WITH EXPERIENTIAL LEARNING

Experiential learning can occur in many guises, and can be gained through many models. It can nurture leadership abilities through interdisciplinary experiences that span civic engagement, career development, the expansion of consciousness about other cultures, or the building of business skills. It involves the application of course concepts in real-life, real-world situations. It typically requires reflection and analysis, and often involves trial and error. Lessons learned experientially, however, frequently teach students to seize opportunities, make decisions independently, and take responsibility for results.

UDC is committed to enhancing elements of experiential learning in its courses across its curriculum, as well as encouraging it by requiring more students to undertake “capstone” projects in which they showcase ways they have integrated knowledge from different disciplines gained in various courses. These comprehensive undertakings often function as the culmination of an academic pathway, and offer opportunities to apply multiple areas of competency. Capstones traditionally have been presented in written form, but educators and students also are experimenting with other media, such as film.

The University also is launching programs such as the Capital Builders Center, with the help of the Thurgood Marshall College Fund and the Clifton Foundation, which provides scholarships to summer boot camps and coursework in order to identify, encourage, and further educate students who have entrepreneurial skills.

UDC also spurs experiential learning through internships and apprenticeships. The University’s Office of Career Services facilitated more than 1,700 internships during the 2016-2017 academic year.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Develop new capstone model and plan	100% approval of capstone model and plan	2020
Implement Capital Builders Program	20 Capital Builder Scholars enrolled in program	2019
Increase Workforce Development Apprenticeships	30% of Workforce Students complete an apprenticeship program prior to program completion	2022
Increase internship opportunities for all students	50% of UDC students complete academic credit internship programs prior to graduation	2021

Lessons learned experientially, however, frequently teach students to seize opportunities, make decisions independently, and take responsibility for results.



SUBGOAL THREE (B): WIDEN AND DEEPEN LEARNING EXPERIENCES

In conjunction with its new Academic Master Plan, the University of the District of Columbia will widen and deepen students' learning experiences with the recommendations of a task force that will support UDC's General Education Program. Of particular importance will be the adoption of approaches and concentrations endorsed by the Association of American Colleges and Universities. Students will be prepared to function as responsible citizens and to thrive in our global economy by achieving the following Essential Learning Outcomes:

UDC currently aims to deliver:

- Knowledge of Human Cultures and the Physical and Natural World, to be achieved by engaging "big questions" that are both contemporary and recurrent;
- Intellectual and Practical Skills which will be applied extensively across progressively more challenging levels of the curriculum;
- Understanding of Personal and Social Responsibility, which will be grasped through active involvement with real-world challenges; and
- Integrative and Applied Learning that will be utilized by experiencing new settings and addressing complex problems.

Students will be taught Principles of Excellence that will function like compasses as they connect knowledge with choices and action, and integrate their college experiences and personas with those on their work sites, and in life in general.

OBJECTIVE THREE (B)(1): STRENGTHSFINDER

The University of the District of Columbia is in the process of becoming a Strengths Academy, using personal assessment tools developed by the Gallup Organization that have been adopted by more than 600 schools to better align students’ educational experiences and staff activities with long-term outcomes. Beginning in the Fall 2017 semester, during a pilot study of implementation, a targeted group of new students underwent a 20-minute online process called a StrengthsQuest in order to determine their unique individual combination of positive qualities among 34 themes of talent. University faculty and staff also are being assessed to identify their strengths.

Such knowledge improves self-awareness and a sense of empowerment among students, according to Gallup. Focusing on the fact that everyone has strengths also promotes an atmosphere of equity.

UDC’s Division of Student Development and Success foresees the Strengths Academy fostering more peer-to-peer advising, the active linking of talents to academics and student life, and the setting of career and occupational goals that are ideally tailored to students’ strengths.

Shortly after undergoing strength-based training, faculty receive coaching that guides them in improving engagement with students, enhancing classroom management, and encouraging matriculation through positive affirmations.

UDC staff and administrative members increase efficiency and collaboration on shared projects, while their productivity and the quality of their work improves. They become better able to leverage one another’s strengths, and recognize more opportunities for team-building.

A second phase of implementation for staff and administration will be launched in Fall 2018, and a third phase, for faculty and academic leadership, will begin in Fall 2019.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Implementation of StrengthsFinders Plan	100% of StrengthsFinders Plan Implemented	2022
Every FTIC student takes the SQ Assessment	100% of FTIC students receive a strengths-based coaching	2022
Utilize strengths to enhance employee performance	75% of UDC employees receive StrengthsFinders coaching	2022

OBJECTIVE THREE (B)(2): ENHANCE FIRST-YEAR SEMINAR

The University is preparing to require all freshman students to enroll in its First-Year Seminar. The main goal of the course is to make students' transitions into college life and the responsibilities that come with more rigorous study more manageable. It also provides basic information and guides that students can use to map pathways toward their educational goals.

Because First-Year Seminars tend to be small in size, they also are opportunities for students to casually form learning communities which frequently boost their chances of academic success, form lasting friendships, and broaden their college experience and understanding of their options by comparing their choices and decisions with those of their classmates.

MILESTONE ACTION	KEY PERFORMANCE INDICATOR	FISCAL YEAR
Require Freshman Seminar for all UDC Freshman	100% of all Freshman enrolled in Freshman Orientation	2021





Summary